



**COLORADO**

Department of Education

# **Using Literacy Design Collaborative Modules as Formative and Capstone Assessments in the Instructional Units of Colorado's District Sample Curriculum Project**

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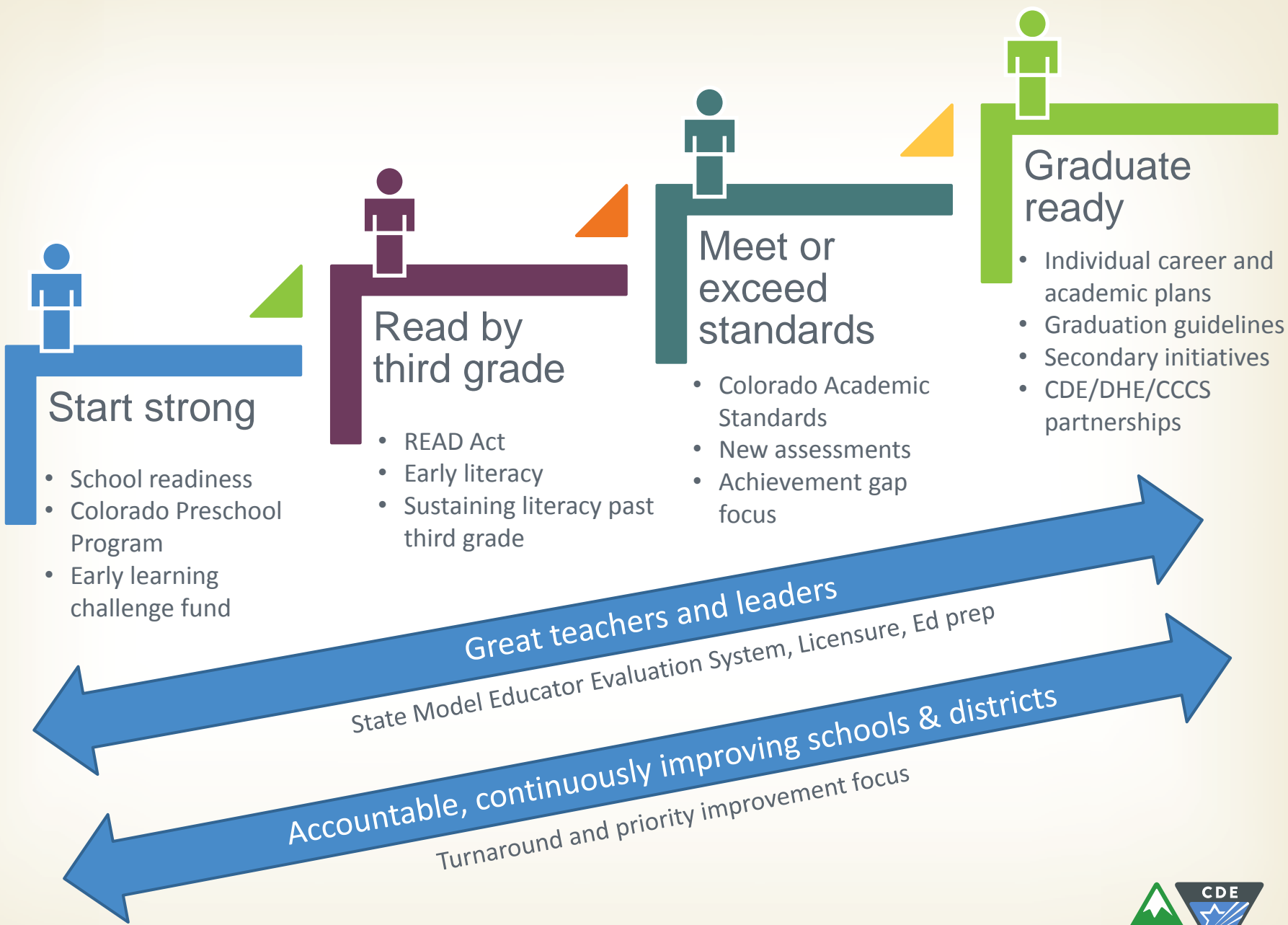
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# Welcome and Goals

- Explore the authentic connections between LDC and the Colorado Academic Standards (CAS) and the Sample Curriculum (DSCP)
- Use LDC templates to co-create teaching tasks connected to assessments in selected DSCP units
- Engage with the authors of the DSCP–based LDC modules around these supports for standards implementation





# First: LDC and the CAS on Common Ground

- **Rigor**
  - **Systematic, methodical, and deep thinking that transfers across content areas**
- **Relevancy**
  - **Authentic, meaningful, real-world and engaging work that asks students to apply what they have learned**
- **Disciplinary Literacy**
  - **To work, think, speak, read, write, argue as a....**

# Instructional Focus/Support: Building Disciplinary Literacy

- **Rigor**
  - Systematic, methodical, and deep thinking that transfers across content areas
- **Relevancy**
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- **Disciplinary Literacy**
  - To work, think, speak, read, write, argue as a....



# Draft a Teaching Task

Over the next 30-45 minutes, you will be drafting an LDC teaching task – the first step in creating a module. Here are the steps in today’s process:

- Read / study the Performance Assessment from the DSCP
- Choose an appropriate LDC teaching task template
- Draft the teaching task
- Check your work with the LDC jurying rubric

# Gallery walk

- Now that you're familiar with the process of drafting a teaching task and the rubric for scoring it, take a gallery walk and view the work of others:
  - Is their teaching task “Good to Go” based on the rubric?
  - What are the strengths of the other groups' drafts based on the rubric? Where can it be improved?
  - Compare/contrast the Performance Assessment and the teaching task. How are they different? Alike?
  - What questions about the teaching task do you have for the authors of the draft – based on the rubric?

# Reflection

- **When you return to your own teaching task, consider these questions:**
  - **How does your teaching task compare to the one written by the authors of the original module and that teaching task? What might account for those differences?**
  - **How would you describe the connection between the DSCP unit and the LDC modules to a colleague who is not here? (Even though we just had a quick glimpse into them both.)**



# Colorado's District Sample Curriculum Project-Phases and Outcomes

## Phase One (**Completed-Fall 2012**):

- Colorado educators work together in grade level and content area teams to engage in process of translating Colorado Academic Standards into curriculum overviews (700+ sequencing maps) <http://www.cde.state.co.us/standardsandinstruction/curriculumoverviews>

## Phase Two (**Completed-Spring 2013**):

- Hundreds of Colorado educators participate and begin process of adapting/modifying existing samples and/or creating their own unit overviews

## Phase Three (**Fall 2013-**):

- Colorado educators create full instructional units for all subjects and grades based on select unit overviews created during Phase One (150+ thus far)  
<http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>
- LDC modules (36 6-12 units) in Comprehensive Health, RWC, Science, and Social Studies  
<http://www.cde.state.co.us/standardsandinstruction/literacydesigncollaborative>





Standards and Instructional Support

- Communication Resources
- Standards Implementation Support
- District Sample Curriculum Project
- PLC-Bytes and Webinars

The Arts

Comprehensive Health

Mathematics

Physical Education

Reading, Writing, and Communicating

Science

Social Studies

World Languages

All Students, All Standards

Elementary Education Resources (P-6)

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## Literacy Design Collaborative Modules

The Literacy Design Collaborative (LDC) is a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The work of LDC partners in schools and districts across the country has enabled tens of thousands of teachers to improve students' literacy skills.

Many Colorado teachers are currently using LDC modules in their classrooms to support authentic reading and writing practices. In an effort to provide quality resources and tools to support the implementation of the Colorado Academic Standards, educators have created LDC modules to augment/support the secondary sample instructional units (grades 6-12) in reading, writing, and communicating, science, comprehensive health, and social studies.

The modules below illuminate content-specific literacy practices connected to the learning experiences and/or performance assessments of the middle and high school sample instructional units. In the coming months, these modules will be evaluated by a panel of Colorado LDC jurists to help further refine and strengthen this work.

Please feel free to send comments, suggestions, or questions to [Brian Sevier](#). If you are interested in piloting and providing feedback on the use and effectiveness of a module in your classroom, please contact [Amy Spicer at the Colorado Education Initiative](#).

### Advance to Samples in a Specific Content Area:

- [Comprehensive Health](#)
- [Science](#)
- [Learn more about LDC and the Math Design Collaborative \(MDC\) by clicking here.](#)
- [Reading, Writing, and Communicating](#)
- [Social Studies](#)

### A Special Thank You to...

The Standards and Instructional Support team would like to thank Lisa Baer, Lauri Brandt, Emilie Benke, Melissa Carver, Lisa Gatzke, Kailynn Hatler, Jennifer McDermid, Catherine Prenot, Kimba Rael, Gena Rowell, and Jennifer Varrella for their invaluable contributions to the LDC modules. Their expertise and content knowledge was instrumental in creating the modules and the support they provide for helping Colorado educators working to help all students think, read, argue, and analyze as writers, scientists, historians, and health-conscious citizens.

### Comprehensive Health

#### High School Module: Happy is the New Healthy

**Module Description:** This module is designed to be taught in conjunction with the instructional unit sample "Happy is the New Healthy." This unit focuses on mental/emotional wellness with an emphasis on advocacy. Across the unit's 3-4 week duration, students will define various

# Wrap up

- **Thank you and coming attractions!!!**

